

Kentucky Writing

Grade 4
Practice Portfolio
Annotated

Taken Away

Practice Portfolio
Annotated 2009
Grade 4

KENTUCKY WRITING PORTFOLIO
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Grade 4

Student Signature Sheet Included and Signed

(Y)

N

(Circle One)

Number
of pieces

Category/Descriptor

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/08

After the Table of Contents has been reviewed for accuracy and completeness prior to scoring, the person helping the student complete the portfolio should initial and date in the space provided to the left.

STUDENT SIGNATURE SHEET

(Required in Each Portfolio)

Please read the Note to Students and Teachers below before signing the following statements.

Required Verification Signature

The pieces in this portfolio are my own original work. I am the author of all the pieces in my portfolio. I may have talked about my work (conferenced) with my teacher, family, and friends, but I have made any changes and corrections myself. I did my own writing, typing, and/or word processing (unless otherwise indicated by a teacher's signature in the box below labeled "IEP/504 Plan/Program Services Plan Adaptations").

R. F.
Student Signature

IEP/504 Plan/Program Services Plan (LEP) Adaptations (requires teacher signature):

Teacher Signature: _____

Optional Permission

I agree to allow my portfolio to be photocopied for use by others outside my school as an example of student work. I understand that my name, the names of my school and town, and any other identifying information I may have used in my writing will be removed before my portfolio is copied.

R. F.
Student Signature (optional)

Required Verification Signature: It is required that the work contained in each portfolio is the original work of the student. Every portfolio must include the statement, signed by the student, that the work in the portfolio is his/her original work. This sheet must be placed in the portfolio. If the verification statement is not signed, the portfolio will receive a performance rating of Incomplete.

Optional Permission: The use of actual student portfolios is critical in teacher training and is essential for quality control checks during statewide rescoring activities. Students are requested, but not required, to give permission for this purpose and should sign the optional student signature above if they agree.

Please note that portfolios are included in any statewide rescoring activities even if neither statement is signed.

Dear Aunt J ,

March 24, 2008

At the beginning of fourth grade year, I began teaching my sister how to read. Every weekend we would grab about five books and read them together. When I started reading the stories to my sister she would not pay attention. She would look at other books. When it was her turn to read she did not know how to pronounce the words. I said, "If you paid attention to me then you would know how to pronounce the words correctly." That's when my sister decided to pay attention. I told her the words and asked her to read it again. She still did not know the words and I got mad. She had trouble reading the first book but once we moved to the second, third, and fourth book, she had caught on to reading books by pronouncing the words correctly. Now she is in chapter books and I am happy because she doesn't need my help anymore.

irrelevant details

^{transition}
Helping my sister read has also helped me because I have learned new

vocabulary words that I can add to my writing. I just finished reading *High School Musical 2* and it helped me learn new vocabulary words. Reading this story has taught me new vocabulary words that will improve my reading comprehension and writing.

acceptable word choice

unelaborated idea development

attempts to develop connection between reading and writing

attempts to establish and maintain narrowed purpose

transition
some effective transitions throughout
Reading this book also taught me how to write complete sentences. So

now I write complete sentences in class and that helps me to get a better *lapse in coherence*

some voice
grade. At the beginning of the school year, I was having a hard time writing complete sentences even though my teachers went over it several times. I

just couldn't get it. When I was reading *High School Musical 2*, I would go

back and read pages to see if the author used complete sentences. The author

put in complete sentences and that taught me to write complete sentences. I

made sure when I revised all of my writing pieces this year that I checked

for any sentences that were incomplete. If there were some, I would change

them.

transition
I also learned how to use *acceptable word choice* context clues to understand the story I was

reading. I learned that I needed to add more details to my pieces. This helps

the reader understand what I am trying to write about. I used *repetitions* a lot of details

in my personal narrative to help the reader understand how I really felt when

I was separated from my mother.

unelaborated idea development
Reading is important in writing because what is read can help with

writing. I was able to take new skills and apply them to writing to help the

readers understand my pieces better. I feel that because of reading I have

done a better job with writing. I have decided that I will continue to use the

lapse in focus evident when topic switch from context clues to details

skills that I have learned this year from reading and I will continue to read to learn new skills.

I hope that as you read that you see that I can write complete sentences and use new vocabulary words. I also want you to see how I can use correct punctuation. I also hope that you enjoy reading and seeing everything I've learned.

Sincerely,

Your niece

• Organization is logical. Lapses in coherence occur within paragraphs with irrelevant details

• Control and variety of sentences. uses simple, complex, compound

• Control of grammar, usage, correctness relative to length and complexity

Rationale for Practice Portfolio

Portfolio Title: Taken Away

Grade: 4

Year Released: 2009

Reflective Entry Title: Dear Aunt J

2 Content (2, 2, 2)

The writing attempts to establish and maintain a narrowed purpose (how reading has helped improve writing), but lapses occur throughout the piece. Irrelevant details in the first paragraph confuse the reader about the purpose. It is not until the second paragraph, that the reader realizes that the writer is trying to make a connection between reading and improved writing. The writing demonstrates some idea development. For example, on page two the writer attempts to explain how he/she learned to write complete sentences from reading *High School Musical 2*. Some support is unelaborated. On page two, the writer states that "I learned that I needed to add more details to my pieces," but fails to describe how using details improved the reader's understanding or improved the pieces. Some characteristics of the genre are demonstrated as the writer reflects on how his/her writing has improved because of reading.

2 Structure (2, 2, 3)

The writing demonstrates logical organization as the writer includes a lead, body and then closing paragraph. However, the organization of ideas lapses in coherence. Lapses occur as the writer switches topics within paragraphs. For example, on page two the writer begins the second paragraph discussing context clues, but switches the topic to adding details. Some effective transitions ("Helping my sister read has also helped me" and "Reading this book also") help the reader flow through the piece. The writing demonstrates control and variety in sentence structure. The writing correctly uses simple, compound, and complex sentences.

3 Conventions (3, 3, 3)

The writing demonstrates a control of grammar, usage, and correctness relative to length and complexity. Word choice is appropriate for the audience and purpose. The writer appropriately chooses words like *pronouncing*, *vocabulary*, *comprehension*, *context clues* to discuss his/her growth in literacy.

Instructional Implications

Teachers may use this sample during instruction to address such issues as:

- Setting the purpose early and continuing to focus on that purpose throughout the piece
- Organization of a letter with supporting details

Taken Away

Communicates effectively with audience

Have you ever been taken away from your parents? If so, did you know why? Well, I establishes authentic, insightful purpose was taken away from my parents but I didn't know why.

My sister and I were sitting in the living room happily watching a movie while my mom was taking a shower. transition When she got out of the shower, she quickly dressed, came into the living room, and turned off the movie. I

noticed my mom had tears in her eyes, but I had no clue why. She sat down in a chair and began to cry. I distinctive voice knew then that something was wrong. My

sister, who is younger than I, had no idea what was going on. She thought everything was okay. acceptable word choice

dialogue as a transition Between sobs, Mom said, "Girls, I need to tell you something very important." We both looked at her because we knew that what she had to say was of great magnitude. I had no idea what she was going to tell us. *insight*

Perhaps she was going to tell us she was going on a trip for a very long time,

but in an as near normal voice, she announced, "You and your sister will be living with Uncle C and Aunt J for a little while."

My first thought was, "Why?" but I never asked. She continued, "If you stay with me, we will all get in trouble and child services will come for

you and me." I had no idea what the term "child services" meant, but I

strong awareness of audience

sentence structure enhances meaning

correct use of quotations throughout

knew I was being taken away from my home. I didn't want my mom to get into more trouble, so I quickly gathered my things.

transition

As I packed everything, I was thinking, "What did I do wrong? Why do I have to go to their house? They are strangers. Why can't I just stay at home? Why does this have to happen to me?" I couldn't come up with a reason.

simple sentence

distinctive voice

analytical, insightful idea development audience awareness

We put our things in the car and drove to Uncle C and Aunt J's house. As we drove through the streets toward their house, I started

complex sentence

crying, yelling, and screaming. I could feel my body shaking like an earthquake. I had never felt so scared in my life. I felt like I was going to

distinctive voice

pass out. I looked over at my sister and I noticed she had changed. She had

compound sentence

the saddest look on her face. She looked like a girl right out of a scary

movie who had been chased by an evil bear and she could not escape. We

did not say a word until we got there.

effective transition

As soon as we arrived, we took our bags into the house. I became alarmed because I did not know Aunt J. This was my daddy's side of the

acceptable word choice

family, and we had not been around them. At the time, my Uncle C

was not married to Aunt J, and I was fearful of meeting her because she

was a stranger to me. Imagine my surprise when she accepted us with open

strong awareness of audience with specific, thorough support

control & variety of sentences

arms, as if she already knew us. She made me feel like I was at home. This
was where I belonged.

insightful

*Effective
transition*

Since I moved in with Uncle C and Aunt J, my life has been
much better. At the time I did not think it was a good idea, but now I know

*Compound-
Complex
sentence*

this home is best for me. I talk to mom at least four times each week. I

haven't found the nerve to ask her why we had to leave, and she hasn't

offered an explanation. Maybe one day I will get enough courage to ask her.

*- compound
sentence*
*acceptable
word
choice*

Meanwhile, I have a good, loving family, and a nice home. I am a happy
girl!

*- simple
sentence*

- maintains authentic, insightful purpose throughout
- skillfully applies characteristics of the genre
- distinctive voice / appropriate tone sustained

*Demonstrates
control of
correctness
throughout*

Portfolio Title: Taken Away

Personal OR Literary Entry Title: Taken Away

4 Content (4, 4, 4)

The writing establishes an authentic and insightful focused purpose early: "I was taken away from my parents but I didn't know why." The writing focus of being "taken away" is sustained throughout the piece. A strong awareness of audience is demonstrated when the writer shares her thoughts. The writer clarifies age relationships for the reader, "My sister, who is younger than I, had no idea what was going on." She also gives the reader insight to her thinking, "I had no idea what the term "child services" meant, but I knew I was being taken away from my home." Distinctive voice and appropriate tone are sustained throughout. Examples include "I knew then that something was wrong" and "I had never felt so scared in my life." Ideas are developed with insightful and/or analytical details. For example, the writer states "I had no idea what she was going to tell us," then insightfully adds "Perhaps she was going to tell us she was going on a trip for a very long time." Analysis occurs on page five when the writer shares the questions that went through her mind, "What did I do wrong? Why do I have to go to their house?" The writer then shares with her audience, "I couldn't come up with a reason." The writing skillfully applies characteristics of the genre as the reader is thoroughly caught up in the event that changed the writer's life.

3 Structure (3, 3, 3)

The writing demonstrates logical, coherent organization. The writer leads the reader through questioning and sharing thoughts and events from beginning, "sitting in the living room happily watching a movie," to end with satisfaction in her new home. Transitional elements are logical and effective throughout. The writer uses dialogue as a transition: "Between sobs, Mom said, 'Girls, I need to tell you something very important.'" Other transitions include "When she got out of the shower," "As soon as we arrived," and more simply, "meanwhile." The writing demonstrates control and variety in sentence structure. The writing correctly uses dialogue in complex sentences and includes a variety of sentences: complex, compound, and simple.

3 Conventions (3, 3, 3)

The writing demonstrates control of grammar and usage. The writing demonstrates control of correctness throughout the piece. Word choice is acceptable and appropriate for audience and purpose throughout. Words like *sobs*, *courage*, *fearful*, *alarmed* fit the tone of the narrative.

Instructional Implications

Teachers may use this sample during instruction to address such issues as:

- Using varied sentence structure to enhance meaning
- Moving from acceptable word choice to precise, rich language

applies characteristics
of the genre -
persuasive
letter

January 8, 2008

Dear Mrs. S

Some of the students do not like the specials they go to Monday through Friday.

uses
variety of
sentence
structure

For example, Music class is one that many students hate going to. Students complain about Music class because they think it is not fun. In class we sing and dance to different songs. Instead of participating, these students look at the clock to see how many minutes they have left until class is over. They also disrupt class by kicking the floor and making noises. I love Music class, but with these students in it I am starting to hate going to it.

specific
details

Communicates
adequately
with audience

Mrs. S, to stop disruption during specials classes, I think you should let students pick which specials class they want to go to.

acceptable word choice

awareness
of audience's
needs

establishes
authentic,
focused
purpose

Mrs. S, I know you will say "No" because students will be tested over P.E., Art, and Music on the Kentucky Core Content Test. I can see your concern, but do you

acceptable word choice

really think students learn when others are being disruptive? In my opinion, students do not learn because the teachers have to stop teaching and correct the inappropriate behavior. That just makes them as unprepared for the test as not having the class

acceptable word choice

depth of
idea development

altogether. If you allowed students to choose their own specials class they will stay more focused during class and will learn more which will help them achieve a proficient score on the test.

effective
transition

audience
awareness

Another reason why you would say "No" is because of the scheduling. Both

conveys
voice and
appropriate
tone
throughout

B. Junior High and B. High Schools allow students to choose their classes. You and Ms. L could speak to the Principals and Guidance

Counselors of the schools and have them assist in creating a schedule for each intermediate student.

logical,
coherent
organization;
effective
transitions

transition

The last issue you may have with my request is that P

has

only itinerate teachers for the specials classes. Well, we could designate certain days for

acceptable word choice

those specials classes. That means students would take classes on those specific days.

*Communicates
with
audience*

Mrs. S, picture it now, students paying attention in-class because they want to

learn and teachers not complaining because their time is being wasted due to specials

classes. If you say "Yes" then this is what P

will be like.

*maintains
focus
throughout*

Sincerely,

A Fourth Grade Student

- demonstrates control of grammar, usage, and correctness relative to length & complexity

Portfolio Title: Taken Away

Transactive Entry Title: Dear Mrs. S

3 Content (3, 3, 3)

The writing establishes an authentic focused purpose in the first paragraph: "I think you should let students pick which specials class they want to go to." This focus is sustained throughout the piece as the writer debates opposing viewpoints. The writing communicates adequately with the audience and indicates an awareness of the audience's needs as the writer predicts opposing viewpoints. For example, "Mrs. S, I know you will say 'No' because students will be tested over P.E., Art, and Music on the Kentucky Core Content Test." The writer then addresses the problem, "I can see your concern, but . . ." The writing conveys voice and appropriate tone throughout. Ideas are developed with specific, sufficient details as the writing applies characteristics of a persuasive letter (makes arguments; addresses opposing viewpoints; provides support for reasons).

3 Structure (3, 3, 3)

The writing demonstrates logical, coherent organization with a letter format. The writing provides the focus early (let students pick specials) and support is logically organized throughout. Transitional elements are logical and effectively lead the reader through the piece. Examples: "Another reason," "the last issue," "Mrs. S, picture it now . . ." The writing demonstrates control and variety in sentence structure with simple and complex sentences.

3 Conventions (3, 3, 3)

The writing demonstrates control of grammar, usage and correctness relative to length and complexity. The writing uses acceptable word choice throughout. Words like *disruption*, *inappropriate*, *Kentucky Core Content Test*, *intermediate* are appropriate for the purpose of the piece and its audience, an administrator.

Instructional Implications

Teachers may use this sample during instruction to address such issues as:

- Providing analytical or insightful idea development for persuasion
- How to incorporate other persuasive arguments beyond opposing viewpoints